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# Pupil Premium Strategy Statement

Stoughton Infant School  
and Northmead Junior School



Northmead  
Junior School

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	301 (Stoughton) 358 (Northmead)
Proportion (%) of pupil premium eligible pupils	14% (Stoughton) 21.2% (Northmead)
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended – you must still publish an updated statement each academic year</b> )	2024-2025 2025-2026 2026-2027
Date this statement was published	October 2024
Date on which it will be reviewed	October 2025
Statement authorised by	Sarah Carrington
Pupil premium lead	Julia Veira (Stoughton) Aimee Fairhurst (Northmead)
Governor / Trustee lead	Sophie Lewis

## Funding overview

Detail	Northmead	Stoughton
Pupil premium funding allocation this academic year	£109,520	£ 57,720

Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£0	£ 0
<b>Total budget for this academic year</b> <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£109,520	£ 57,720

## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. Outcomes for our vulnerable children, including those who qualify for Pupil Premium Grant, permeate all of the choices we make in school and the allocation of resources to ensure that we can help overcome barriers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching and rich experiences to build upon their cultural capital is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

We strive for all children to develop a love of learning and a strength of character through our school vision and values with the fostering of good relationships being at the heart of this.

Development of Stoughton and Northmead's Pupil Premium pledge so that they have the opportunity to access after school clubs, music lessons, school uniform as well as support from the Home School Link Worker (HSLW) who can refer for support from agencies such as: Food Wise, Community Fridge and Hygiene Bank.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge number	Detail of challenge
1	Outcomes for our disadvantaged pupils are lower. Many of our disadvantaged children have layered vulnerabilities with either additional support services being involved with their families or having additional educational needs, or both.
2	Appropriate and timely support with specific needs around SEMH which need additional support to develop their emotional literacy skills and regulation strategies.
3	Pupils may have limited experiences beyond their home life and limited access to books and libraries and the communities' wider cultural capital.
4	Our PP families engage well with our HSLW but don't always attend/engage with sessions/events that would help to support their child in school such as attending parents' evenings, parent workshops. Attendance is affected and the level of support at home isn't consistent.

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Higher numbers of children eligible for PP making age related expectations.	Assessments and observations indicate significantly improved outcomes among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2024/25 demonstrated by qualitative data from student voice, student and parent surveys and teacher observations.
Children eligible for PP to participate in all trips and to have access to enrichment activities such as music lessons and sporting clubs.	Pupil premium pledge is established and children/parents are accessing extra-curricular clubs, music lessons, HSLW support, funding for uniform.

<p>Parental engagement from disadvantaged families has improved and they are more confident in supporting their child at home.</p>	<p>Good relationships between school and home are fostered.</p> <p>Trust developed between parents and school and appropriate support provided</p> <p>Attendance at parent consultation evenings.</p> <p>Increased engagement from parents in supporting their child at home with reading and home learning.</p> <p>Parents' confidence is raised in supporting their child at home through engagement with parental workshops/information videos.</p> <p>Child's attendance has improved or has maintained a good level.</p> <p>An increase in participation in enrichment activities, particularly among disadvantaged pupils.</p>
<p>Children demonstrating positive and independent learning behaviours</p>	<p>Children can sustain concentration on an activity.</p> <p>Children are visibly engaged with their learning and on task.</p> <p>Children are developing their strength of character - demonstrating the school values and following the 3 simple school rules.</p> <p>Children accessing ELSA support at the right time.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £30,000

Northmead: £27,000

Stoughton: £3000

[The EEF guide to the Pupil Premium](#)

[Using research evidence to support your spending decisions](#)

[The tiered approach to Pupil Premium spending](#)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Effective Feedback (+6 months) Oral Feedback (+7 months)</p> <p>In house training for all staff on how to provide high quality live feedback using the assess, plan, do, review model.</p> <p>Use weekly planning meetings within year group teams to analyse feedback and its impact.</p> <p>Address misconceptions and plan accordingly.</p>	<p><a href="#">Teacher feedback to improve pupil learning</a></p> <p>Feedback may have a positive impact through supporting pupils to focus future learning on areas of weakness, through identifying and explaining misconceptions, through supporting them in taking greater responsibility for their own improvement or through increasing pupils' motivation to improve.</p>	<p>1</p>
<p>Targeted Professional Development to identify training and development needs.</p> <p>ECT's and SCITT students are provided with experience and supportive mentors. Access to Teach First programme of support.</p> <p>Continued ELSA to support the growing need to support</p>	<p><a href="#">Effective Professional development</a></p> <p>Ensuring that any professional development is purposeful, linked to key priorities and is revisited.</p> <p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a></p>	<p>1, 2</p>

<p>children's mental health.</p> <p>Key staff training in Nurture UK and the Boxall Profile.</p> <p>Key staff training in EBSNA and development of an EBSNA strategy.</p> <p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><a href="#">Oral language interventions   Teaching and Learning Toolkit   EEF</a></p>	
<p>Purchase STIPS add on packages as required to meet individual and whole school needs</p>	<p>Access to specialist interventions, access to transition support, focussed workshops, school improvement work, audits, and additional places on STIP courses.</p>	<p>1, 2</p>

**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

Budgeted cost: £62,520

Northmead: £39,520

Stoughton: £ 23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>One to one and small group tuition for pupils</p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective</p>	<p>1</p>

<p>in need of additional support, delivered in addition to, and linked with, normal lessons.</p> <p>Tutoring will be implemented with the help of DfE’s guide:  <a href="#">Tutoring: guidance for education settings</a></p>	<p>method to support low attaining pupils or those falling behind:  <a href="#">One to one tuition   Teaching and Learning Toolkit   EEF</a>  <a href="#">Small group tuition   Teaching and Learning Toolkit   EEF</a></p>	
<p>Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub.</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:  <a href="#">Phonics   Teaching and Learning Toolkit   EEF</a></p>	1
<p>Targeted SEMH interventions linked to children’s mental health, wellbeing and emotional literacy outcomes. for example ELSA, Play Therapy, “Bees” and “Outdoor Learning Wellbeing group” and “Lego Therapy.”</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p><a href="#">Social and Emotional Learning (+4 months)</a></p> <p>Three broad categories of SEL interventions can be identified:</p> <ul style="list-style-type: none"> <li>• School-level approaches to developing a positive school ethos, which also aim to support greater engagement in learning;</li> </ul>	2



	<ul style="list-style-type: none"> <li>• Universal programmes which generally take place in the classroom with the whole class; and</li> <li>• More specialised programmes which use elements of SEL and are targeted at students with particular social or emotional needs.</li> </ul>	
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**Wider strategies (for example, related to attendance, behaviour, wellbeing)**

Budgeted cost: £71,000

Northmead: £43,000

Stoughton: £ 28,000

<b>Activity</b>	<b>Evidence that supports this approach</b>	<b>Challenge number(s) addressed</b>
Embedding principles of good practice set out in the DfE's guidance on <a href="#">working</a>	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	1, 4

<p><a href="#">together to improve school attendance.</a></p> <p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p> <p>HSLW building bridges between families and school staff.</p> <p>Newsletters, vlogs and information clips and videos or how to support your child.</p> <p>Parent engagement events e.g. coffee mornings and workshops</p> <p>Friends events</p> <p>Signposting to supportive charities and online resources and groups.</p> <p>Barrier to learning conversations.</p> <p>Attendance meetings.</p>	<p>EEF (+3)</p> <p><a href="#">We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</a></p> <ul style="list-style-type: none"> <li>• approaches and programmes which aim to develop parental skills such as literacy or IT skills;</li> <li>• general approaches which encourage parents to support their children with, for example reading or homework;</li> <li>• the involvement of parents in their children's learning activities; and</li> <li>• more intensive programmes for families in crisis.</li> </ul>	
<p>PP Pledge:</p> <p>All PP children will have access to: Free School Meals</p> <p>Option to join breakfast club when</p>	<p><a href="#">Guide to Supporting School Planning: A tiered approach to 2021</a></p> <p>Ensuring that all children have access to the same opportunities can support the removal of non academic barriers to success in school.</p>	<p>3</p>

<p>there is an identified need</p> <p>Option to learn a musical instrument</p> <p>A lunch-time or after school club</p> <p>Holiday clubs and childcare</p> <p>Support with uniform and other staple items</p> <p>Support with costs of school trips/visits</p> <p>Access to friends events</p> <p>Be represented on School Council</p> <p>Receive regular support from the HSLW and the relevant services she can signpost to.</p>	<p>Learning is contextualised in concrete experiences and language rich environments.</p> <p>Ofsted research (2019) places emphasis on improving cultural capital, particularly for disadvantaged pupils.</p> <p>Pupil surveys reflect greater enjoyment and engagement in school.</p> <p>Enrichment activities offer children a context for learning and a stimulus to trigger their interest.</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £167,240**

**Stoughton: £ 53, 000 (plus contingency of £4,720 tbc)**

**Northmead: £109,520**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

*Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:*

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

*You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.*

*If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.*

### Externally provided programmes

*Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.*

<b>Programme</b>	<b>Provider</b>

